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ABSTRACT

The Florida Parent Education Follow Through Model (See ED 028 140 and ED 028 139) has fostered institutional change at the University of Florida in two ways: professors and making use of increased knowledge and understanding of the disadvantaged in their instructional content and format and the University has developed and had approved a 2-year innovative program leading to a master's degree in elementary education with a specialty in early childhood education. This program will initially involve 27 Teacher Corpsmen working in Jacksonville Model Schools implementing the home component of the Florida Parent Education Model. The program will emphasize university study toward certification and a degree and service to poverty children and their families in the community. Objectives will be to train teachers who can teach inner-city children effectively, think for themselves in curriculum and instructional development, work with parents and other community agencies to strengthen the learning environment of the child, work with paraprofessionals, and cooperate competently with parents and others in institutional change. Innovative components include emphasis on the disadvantaged, work in the disadvantaged schools, work with paraprofessional parent educators, training in theory and use of systematic classroom observation, academic preparation from a panel of specialists in a non-course format, intensive work in reading and language development, inservice work on a differentiated staff. (JS)

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# Impact Of The Florida Model Follow Through Program On A Sponsoring Institution

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## Introduction

The major thrust of Project Follow Through is the advancement of educationally divergent children. A variety of services are made available to Follow Through children and their families. Medical, dental, nutritional, psychological, and instructional services are deemed necessary and important in the struggle against educational deprivation.

Change in the basic patterns of teacher education is clearly needed if this nation is to solve its social, educational and personal economic difficulties. Change in the direction of increased understanding and knowledge of deprived children and parents must clearly emerge as an important aim of the Follow Through program.

## Institutional Change

An important secondary aim of Follow Through is institutional change. The Florida Parent Education Follow Through Model has fostered institutional change at the University of Florida in two important ways. First, College of Education professors who are actively engaged in the daily operation of the model have gained insights into the problems of disadvantaged children and parents. They have brought this understanding to bear upon their own instructional content and methodology. On numerous occasions students have reported an increased relevance of their professional education courses largely as a function of increased professorial involvement in on-site work with disadvantaged people. Clearly, this trend is desirable and continuation of it will be actively sought by all concerned with Florida Model Follow Through. Second, the University of Florida has developed and had approved by the Florida State Department of Education a two-year innovative program in education

leading to a masters degree in elementary education with a specialty in early childhood education. This program is aimed at preparing teachers for the educationally divergent child. It is safe to say that this program would not have been proposed or accepted had not the Florida Follow Through Model been in operation.

Teacher Corps Rationale and Objectives

This program will initially involve twenty seven Teacher Corpsmen working in Jacksonville Florida Model schools. Much of the corpsmen's time will be spent in implementing the home component of the Florida Parent Education Model.

Many of the objectives and much of the rationale underlying the Teacher Corps program were derived from its Florida Parent Education Model foundation.

Program Summary

The proposed National Teacher Corps Program at the University of Florida will be a two-year Master of Education program for liberal arts graduates who enroll to become competent teachers of disadvantaged children. Basically, the program will emphasize university study toward certification and a degree; service to poverty children and their families in the community, either as school extended or neighborhood centered service. We believe the Teacher Corps Program should be structured to provide educational experiences which promote growth, not only for children and corpsmen, but also parents, the community, school personnel, and University faculty.

Recent demographic studies show that the vast majority of our

population live in the urban setting. The majority of teachers are employed in the cities, and a considerable number teach in the inner-city situation.

Observation of teacher-training institutions, especially in non-metropolitan universities, suggests that:

1. Teachers of inner-city children are inadequately prepared. The assumption that educating for teaching the city child is the same as for any other child is, in today's world, unsound.
2. Teachers have historically been prepared to look at the method rather than the conceptual development of content. This has led them to be victims of bandwagon pressures instead of providing them with the intellectual tools for decision-making.
3. Teachers are poorly prepared to understand and use the environmental forces which affect children. For years education has talked of a closer home-school relationship, and yet school people know little about the educational and social values of the home, and ways to work effectively with parents.
4. Teachers are unprepared to work with paraprofessionals. The use of non-certified personnel in the classroom is becoming more and more commonplace. Teachers must know how to make effective use of other classroom personnel.
5. Teachers are unprepared to work with parents in a joint effort at modification of the school as an institution in constructive ways.

Therefore, we propose to build on the Florida Follow Through Model a new approach to teacher education so that teachers coming from this program can:

1. teach inner-city children effectively,
2. think for themselves in curriculum and instructional development,
3. work with parents and other community agencies to strengthen the learning environment of the child,
4. work with paraprofessionals, and
5. cooperate competently with parents and others in institutional change.

The traditional focus has been upon the self-contained classroom with one adult, the teacher, present. In order to implement the objectives stated on page 1, a new graduate program in teacher education will be developed.

The first academic quarter (September-December) the corpsmen will be on campus full-time, learning, in an integrated fashion, child growth and development theory, the derivation of curriculum from the above, systematic observation procedures, and home intervention strategies. There will be field work to accompany the class laboratory work. The second and third quarters they will be assigned to the Follow Through teams. They will make home visits systematically with parent educators, work with individual children, construct learning activities and serve in all phases of the program. All but the corpsmen will already have been trained or be in training via the Florida Follow Through Model. Corpsmen will receive seven distinct types of education not now required in most teacher education courses:

1. There will be a heavy emphasis on the disadvantaged child and parent. The total educational ecology of the impoverished area

will be stressed. A major objective is the development of sound educational strategies based upon past Florida Model Follow Through experiences coupled with increased knowledge and understanding of the disadvantaged child and his educational environment.

2. The corpsmen will work in disadvantaged schools to a greater extent than is now provided for by existing internship programs. This person-to-person contact with disadvantaged children in the classroom is considered to be a way to implement the generalized objective stated above.
3. Corpsmen will work with paraprofessional parent educators as they actively intervene in the home. Corpsmen will be presented with many opportunities to interact with disadvantaged parents and professionals.
4. Each corpsman will be thoroughly trained in the theory and use of systematic observation of classroom behavior. He will then bring these observational skills to bear upon the development of educational strategies for individual children.
5. Corpsmen will receive their academic preparation pre-service and in-service from a substantive panel of specialists. Areas offered will meet State certification requirements. <u>There will be no courses in this program</u> as is the case in most programs.
6. Corpsmen will receive intensive work in the areas of reading and language development. This pre-service and in-service work will emanate from the College of Education's Reading Clinic and will be administered by training specialists in this field.
7. Differentiated staffing will be the organizational plan used

by the in-service program. All personnel will be trained in the ramifications of this program.

Statement of Objectives

We believe that the development of the Teacher Corps Program based on and using the Florida Follow Through Model will strengthen the education situation for the inner-city child and his family by:

1. changing the way we presently educate teachers,
2. increasing the contact between universities and the parents of school children so that both learn from each other,
3. building better communication between home and school, school and university,
4. upgrading the skills of present teachers,
5. developing materials that can be used in the preparation of professionais, as well as paraprofessional personnel,
6. preparing parent educators to work effectively in homes, as well as in classrooms,
7. expanding the present Florida Follow Through Model in Jacksonville, and
8. continuing the program of differentiated staffing already present in the Jacksonville Public Schools.

We intend, therefore, to modify our present graduate program in elementary education to provide the above opportunities.

In summary, the Florida Parent Education Follow Through Model has promoted basic institutional change in two ways. First, professors are bringing to bear increased knowledge and understanding on their instructional content and format. Second, the University has displayed

an unusual willingness to accept an innovative program based on home intervention as a vehicle for the awarding of its masters degree. Perhaps the decision to support the Follow Through Model will be remembered as a landmark decision with respect to institutional change at the University of Florida's College of Education.